

Montana State Library

Records Digitization Project

COVER SHEET



This page is not part of the original document and was inserted for formatting purposes

S
331.12
Lmsn
V.5 #2

na State
ipational
formation
ordinating
Committee



Post Office Box 1728
Helena, Montana 59624
(406) 444-2741

PLEASE F

Montana State Library

3 0864 1004 4529 8

Fall, 1987
Volume Five - Number Two

MONTANA SOICC NEWSLETTER

STATE DOCUMENTS COLLECTION

SEP 25 1987

MONTANA STATE LIBRARY
1515 E. 3RD AVE.
HELENA MONTANA 59620

Let ICDM Ease Your

Career Guidance Dilemma!

Practicing counselors can receive training on the availability and use of national and Montana-specific career, occupational, and labor market information through four upcoming Improved Career Decision Making (ICDM) workshops. The program's objective is to help counselors help individuals to make career decisions that better reflect the realities of the labor market.

The workshops are sponsored by the Department of Vocational Education Services, Montana Office of Public Instruction and the Montana State Occupational Information Coordinating Committee (SOICC).

OPI awarded the Montana SOICC a grant from Carl Perkins Vocational Education Act funds to conduct four ICDM workshops during 1987-88. The first workshop is scheduled in November in Helena. Three more workshops will be held in March and April of 1988 in Missoula, Great Falls, and Billings.

The Helena workshop will be held November 17, 18, and 19 at the Coach House East.

There is no charge to attend the workshops.

ANYONE INTERESTED IN LEARNING MORE ABOUT AVAILABLE CAREER, OCCUPATIONAL, AND LABOR MARKET INFORMATION IS INVITED TO ATTEND AN ICDM WORKSHOP. Anyone who has previously attended an ICDM workshop is welcome to participate again. Travel expenses must be paid by each of the employing agencies/programs.

Lodging rates of \$24.00 per night (single occupancy) will be provided by host hotels/motels. You will be required to make your own reservations for lodging if necessary. To obtain a state rate, when making your reservations be sure to reference that you will be attending the Department of Labor ICDM workshop.

Credit for a continuing education course will be offered through the Montana University System. More information about the credit will be available at the workshops, or call Kate Kahle at 444-2741.

If you are interested in attending the Helena ICDM workshop, or would like to receive more information about the Spring, 1988 workshops, please complete the form on page 7 of this newsletter and mail to the Montana SOICC, P.O. Box 1728, Helena, MT 59624.

The Helena ICDM workshop will be limited to 25 participants on a first-come, first-serve basis, so REGISTER EARLY!

SOICC Information Resources



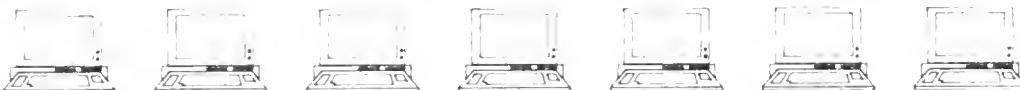
The 1987 edition of the **Montana Supply/Demand Report** has been updated, and will be published and distributed at the end of September.

The **Montana Supply/Demand Report** is designed to assist program planners in making decisions about establishing, terminating, or improving existing training programs in the state. Training programs designed to prepare individuals for specific occupations must be realistic in light of the anticipated job openings (demand), and the expected number of persons available for and prepared to fill them (supply).

While a number of factors must be considered in the design of training strategies, occupational information can serve as an especially valuable asset to the planner. Access to this information has several potential benefits for education and training institutions. For example, it may enable them to play a greater role in economic development efforts or to respond to employers' needs in a more systematic and timely fashion. The information offers planners a broad perspective of employment needs and an efficient means of learning about Montana labor market conditions.

Data is available for three major categories in the **Montana Supply/Demand Report**:

- o **Occupational Demand** -- Current and projected Montana occupational employment and average annual openings for Montana.
- o **Occupational Supply** -- The number of program completers by training program from Montana's training institutions.
- o **Supplemental Analysis Data** -- Additional data which includes the number of apprenticeship completers, military returnees to the state, Job Service applicants, job openings through the Job Service, and average hourly wage for analysis purposes. Unemployment Insurance claimants data will also be added as soon as it can be compiled.



The **Montana Micro-Occupational Information System (Micro-OIS)** has also been updated. The 1987 version of the **Micro-OIS** will be ready for distribution at the end of September.

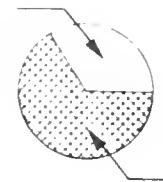
The **Micro-OIS** contains the same data as the Montana Supply/Demand Report, but also provides the capability to produce tailored reports through the use of search routines of its data base files. All data categories mentioned above are accessible through the **Micro-OIS**.

The **Micro-OIS** is available on two "run-time version" diskettes for use on an IBM Personal Computer or IBM compatible personal computer. The **Micro-OIS** can also be installed on a hard disk IBM or compatible personal computer.

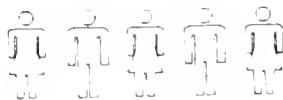
If you are interested in the **Micro-OIS** and have the equipment mentioned above, call the SOICC at 444-2741. There is no charge for the Micro-OIS.

Montana's Educational Emergency

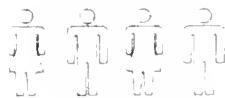
34% of Montana's students enter the University System.



What about the neglected majority?



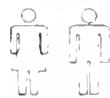
In the fall of 1979, 13,348 students started the 10th grade in Montana high schools.



In the fall of 1980, 12,520 students started the 11th grade in Montana high schools.



In the spring of 1982, 11,162 students graduated from Montana high schools.



In the fall of 1982, 4,476 Montana students enrolled as first-time freshmen in the Montana University System.



In 1986, 3,031 Montana residents graduated from the Montana University System in a four-year program.

2,186 fewer students graduated from high school in 1982 than started the 10th grade three years before. What happened to these students?

Only 22.7% of Montana students who started the 10th grade in 1979 graduated from the Montana University System eight years later. Were the educational needs of the other 77.3% met? There are some ideas to consider when viewing this information. During this time period:

- * How many students migrated to other areas of the country?
- * How many students from other areas of the country entered Montana schools?
- * How many students entered training programs provided by sources other than the Montana University System?
- * How many students entered the military?
- * How many students had dropped out of the Montana University System, then returned and graduated in 1986?

Insight on meeting the needs of Montana's "neglected majority" is available in Montana's Educational Emergency. For a copy, write to the Montana Council on Vocational Education (MCVE), 1228 Eleventh Avenue, Helena, Montana 59620.

SOURCE: Montana's Educational Emergency, Montana Council on Vocational Education, which includes information from: Office of Public Instruction, Enrollment Data, 1979-82; Board of Regents of Higher Education Fall Enrollment Report, 1982; Paul Dunham, Director of Research on Services, Office of the Commissioner of Higher Education, Personal Communication.

National Crisis!

Nationally, 25 percent of American students who enter the fifth grade do not graduate from high school in the eighth year afterward. Substantially more students are graduating now than at any previous time in our history. But the school dropout problem is of major concern today because the consequences of dropping out are far more severe than in the past, both for the individual and for society.

Dropping out of school is clearly one of the strongest predictors of future social dependency. The high school diploma has become a required credential for most jobs in America. Over the next decade, it is estimated that dropouts will be 60 percent less likely to be employed than graduates. When they are employed, dropouts earn about one-third less than graduates. The majority of people in the nation's correctional institutions are school dropouts.

Dropping out is often preceded by high absenteeism and low grades. Inadequate basic skills is the strongest predictor of dropping out. A lack of basic skills combined with either poverty, minority group membership, or social alienation are the characteristics which most school dropouts have in common.

The costs to society in forgone national income and tax revenues, and increased demand for social services are staggering--800,000 to 1 million students drop out each year, many of whom lack the skills for employment.

- o As long ago as 1969, the cost of lost tax revenues tied to dropouts ages 25 to 34 was estimated at \$71 billion.
- o Welfare and unemployment costs for this group were estimated at \$3 billion; crime and crime prevention another \$3 billion.
- o A male dropout is likely to earn \$260,000 less in his lifetime than a graduate; a female dropout \$170,000 less.

The end of the baby boom compounds the problem. By 1995, the employment pool of young adults will go down 22 percent. At a time when we need labor market entrants with marketable skills, increasing numbers of our young people are leaving school with deficiencies in reading, writing, mathematics, science, and reasoning abilities--the very skills that employers say they are looking for in workers.

Motivation to succeed in school is enhanced when young people can set goals for themselves and realize that education and training are means toward achieving these goals. Dropout prevention programs must link schooling to the realities of work and provide the skills needed for employment, advanced training, or college. Vocational education traditionally has been a useful alternate environment for potential dropouts. Vocational training, school-based enterprises, and work-study opportunities with local employers combine academic curriculum with job skills.

Dropping out of school is not an isolated syndrome. The various social problems experienced by at-risk youth are interrelated. Solutions to these problems are interrelated, and successful interventions are likely to be those that respond to the whole child. Solutions must involve collaboration between schools, job training programs, employers, and other community service providers.

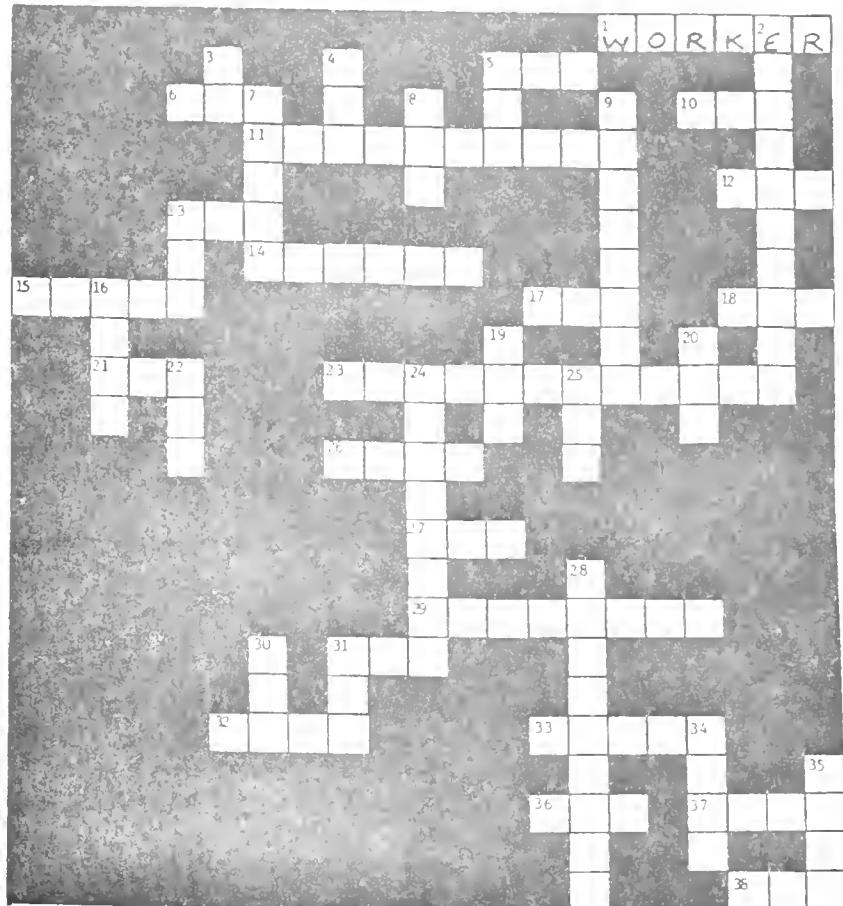
SOURCE: CENTERGRAM, National Center for Research in Vocational Education;
Labor Notes, National Governor's Association

! ? ? ?
 LMI? ?
 ? ? ?

Have you been confused at times trying to muddle through the acronyms that are used in Labor Market Information (LMI)? Here's a puzzle that may help you remember some of the acronyms used in many LMI publications.

If you would like a copy of the definitions of the acronyms used in this puzzle, write the Montana SOICC, P.O. Box 1728, Helena, MT 59624.

Answers to the puzzle will be printed in the next edition of this newsletter.



ACROSS:

1. One who works
5. Bureau of Labor Statistics (acronym)
6. Career Information System (acronym)
10. Classification of Instructional Programs (acronym)
11. One's profession or livelihood
12. A position in which one is employed
13. Standard Industrial Classification (acronym)
14. A chosen pursuit; life work
15. National Occupational Information Coordinating Committee (acronym)
17. Dictionary of Occupational Titles (acronym)
18. Current Employment Statistics (acronym)
21. Department of Labor (acronym)
23. The opposite of employment
26. Job Training Partnership Act (acronym)
27. Occupational Outlook Handbook (acronym)
29. A person who employs persons for wages or salary
31. Guide for Occupational Exploration (acronym)
32. Career Information Delivery System (acronym)
33. Employment Service Automated Reporting System (acronym)
36. Civilian Labor Force (acronym)
37. Standard Metropolitan Statistical Area (acronym)
38. Current Population Survey (acronym)

DOWN:

2. The work in which one is engaged
3. Unemployment Insurance (acronym)
4. Private Industry Council (acronym)
5. Bureau of Apprenticeship & Training (acronym)
7. State Occupational Information Coordinating Committee (acronym)
8. Vocational Preparation & Occupations (acronym)
9. A classification of businesses by goods or services produced
13. Standard Occupational Classification (acronym)
16. Improved Career Decision Making (acronym)
19. Consumer Price Index (acronym)
20. Occupational Employment Statistics (acronym)
22. Labor Market Area (acronym)
24. A person who works for another in return for wage or salary
25. Occupational Information System (acronym)
28. A person who gives counsel; an adviser
30. Labor Market Information (acronym)
31. Guidance Information System (acronym)
34. State Employment Security Agency (acronym)
35. Local Area Unemployment Statistics (acronym)

Projections Through the Year 2000

The U.S. Department of Labor's Bureau of Labor Statistics recently provided a preview of its economic and employment projections to the year 2000. The projections are widely used in studying long-range economic growth and are the basis for the Bureau's occupational outlook program.

Highlights noted are from the moderate growth projections for 1986 through 2000:

Labor Force Growth

The labor force will grow more slowly than in the past and will reach 139 million in the year 2000. The workforce of the future will be older and made up of more women and minority workers than in the past.



Productivity growth will contribute more to future economic growth than it has during the previous 14 years. The rate of economic growth will be similar to that experienced since 1972, despite slower labor force growth.

Employment Growth

Most of the projected employment growth is found among the service-producing industries of the economy. Service-producing industries will add nearly 21 million jobs.

Employment in manufacturing will decline as manufacturing's share of total employment goes to 14 percent in 2000. The output share of the nation's factories, however, is projected to hold steady. Workers will continue to be displaced as employment in manufacturing declines.

Some industries will grow very rapidly, including most business services--especially computer and data processing and personnel supply--and health services--in particular, offices of health practitioners, nursing and personal care facilities, and outpatient care and other health services.

Employment in the broad occupational groups that require the most educational preparation--such as executive, administrative, and managerial workers, professional workers, technicians, and related support workers--will grow faster than the average. The occupational groups requiring the least educational preparation are expected to grow slowly or decline, except for the rapidly growing service workers.



Women, blacks, and Hispanics have traditionally been highly concentrated by occupation. Although this occupational segregation has lessened in the past decade, the future offers a chance for further improvement due to rapid growth in many occupations not traditionally filled by Hispanics, blacks, and women.

Race & Minorities

SOURCE: NEWS, Bureau of Labor Statistics, U.S. Department of Labor

You Can Be What You Want To Be!

Choosing a career is one of the most important decisions a person will ever make. Just think of all the young people in Montana who need guidance in making a smart career choice!

You Can Be What You Want to Be is a student guide to asking the right questions about their futures and exploring different careers through vocational education. Students are led through 12 quizzes, focused on as many occupational areas. This helps them narrow their fields of interest and open their eyes to the vocational courses they can take now, the kinds of jobs they can get, and some possible advanced training or college opportunities related to each field.

Copies of You Can Be What You Want to Be are available from AVA, American Vocational Association, 1410 King Street, Alexandria, Virginia 22314. The cost is \$8.00 for 25 copies, \$30.00 for 100 copies.

ICDM Registration Form

- YES, please register me in the Fall Improved Career Decision Making (ICDM) workshop to be held November 17, 18, and 19, 1987 at the Coach House East, 2101 11th Avenue, Helena; phone number 443-2300.
- I will be staying at the Coach House East in Helena. (Be sure to reference that you will be attending the Department of Labor's ICDM workshop to receive the state rate of \$24 single occupancy.)
- I am interested in more information about the Spring, 1988 Improved Career Decision Making (ICDM) workshops. Please send information when available.

Name _____

Title _____

Address _____

Phone _____

Send coupon to:
Montana SOICC
P.O. Box 1728
Helena, MT 59624

Kate Kahle, Editor
Montana SOICC Newsletter
Volume Five - Number Two



Robert N. Arnold, Program Officer
Montana SOICC

distribution.

550 copies of this newsletter were produced at an individual cost of 16c, for a total cost of \$91.80, which includes \$41.43 for printing and \$50.37 for

* * * *

If your address has changed, please indicate hereon and return this cover to the above address.

* * * *

to edit all information submitted.

If you would like to contribute to this newsletter, contact the Montana SOICC at P.O. Box 1728, Helena, Montana 59624. The Montana SOICC reserves the right



P.O. Box 1728
Helena, MT 59624

6610
BULK RATE

Montana State Library

Records Digitization Project

COVER SHEET



This page is not part of the original document and was inserted for formatting purposes